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ABSTRACT

Noting that peace concerns justice and respect for everyone's basic rights, this booklet examines how children, teachers, and parents understand peace, and how they can learn together to respect each other and create peaceful environments for young children. Following introductory remarks, it describes the visions of children, parents, and teachers from the Swanston Street Children's Center in Australia for a peaceful and respectful community and presents the program philosophy. The booklet then lists steps taken at the Center whenever an issue or question about peace and respect is considered. The use of gallery displays to share concerns and differences is also discussed. Next, suggestions are provided for practitioners to build a peaceful and respectful community via dialogue through the arts or to create peaceful places for young children. The booklet then discusses children's right to a safe and secure childhood and the tradition of concern with peace and children's rights within the early childhood community. Ways surroundings can promote peace in children are also listed. Following this, children's understanding of peace at various ages is then detailed. The booklet concludes with suggestions for building policies for peace in children's services and a list of principles to guide policy development. (Contains 10 references and a list of Internet resources.) (KB)

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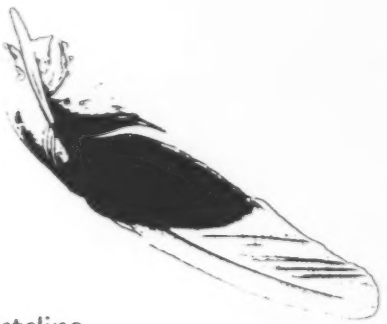

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AECA is a leading specialist publisher of early childhood literature.

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The AECA Research in Practice Series is published four times each year by the Australian Early Childhood Association.

The series aims to provide practical, easy to read, up-to-date information and support to a growing national readership of early childhood workers. The books bring together the best information available on wide ranging topics and are an ideal resource for children's services workers and others interested in the care and education of young children. Books produced in previous years have now become standard texts in many early childhood courses.

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Our Part in Peace

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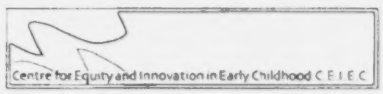


About the Authors

The authors of this booklet are members and/or associates of the Centre for Equity and Innovation in Early Childhood (CEIEC) at the University of Melbourne. They came together to write this book as a response to the events of September 11, 2001. They include early childhood researchers, practitioners and parents who have a strong commitment to building respectful and peaceful communities in and through early childhood programs. They believe that peace in our world rests on children experiencing peaceful and respectful worlds on a daily basis and that early childhood programs have an opportunity and a responsibility to do this in their daily work with children and families.

Special thanks to the children, families and staff at The University of Melbourne Swanston Street Children's Centre for sharing their visions and stories of peace and respect.

If we are to reach real peace in the world,
we shall have to begin with the children.

—Gandhi

INTRODUCTION

If we are to reach real peace in the world, we shall have to begin with the children.
—Gandhi

The day will come

'The day will come when nations will be judged not by their military or economic strength, nor by the splendour of their capital cities and public buildings, but:
by the wellbeing of their peoples;
by their levels of health, nutrition and education;
by their opportunities to earn a fair reward for their labors;
by their ability to participate in the decisions that affect their lives;
by the respect that is shown for their civil and political liberties;
by the provision that is made for those who are vulnerable and disadvantaged; and
by the protection that is afforded to the growing minds and bodies of their children.'
(Progress of Nations, UNICEF, 1998)

What is peace?

'Peace!' is a frequent greeting or blessing in many cultures. Different cultural traditions contain similar views on peace, justice and rights.

Confucious: 'What you do not want done to your self, do not do to others.'

Christ: 'Love your neighbour as yourself.'

Rabbi Hillel: 'What is hateful to you do not do to your neighbour.'

Mahabharata: 'Let no man do to another that which would be repugnant to himself.'

Golden Rule: 'Do unto others as you would that they should do to you.'
(Adapted from Singer, 1995, p.273)

Peace, justice and human rights

Peace is more than the simple tranquility desired by many in a raucous world. Peace is about justice and respect for everyone's basic rights.

Attempts to reach agreement on children's rights have often followed wars or their threat because:

- in almost all wars children are among the innocent victims (UNICEF, 2000); and
- many writers believe that the hope for a peaceful world comes from educating children.

VISIONS OF A PEACEFUL AND RESPECTFUL COMMUNITY

The Swanston Street Children's Centre community comprises families, children, teachers, friends, students and others who care about children, social justice and education. They are thinking about what living peacefully means and how the way we talk about or act towards others can take away their feelings of being peaceful. They have begun to think critically about how their language and practices can unintentionally 'Other', or silence people.

Together they are learning to change these inequities, silences, devaluing and exclusions by talking about different ways of understanding issues of equity, diversity, peace, respectful practices and care for others. Their discussions led to a philosophy and to policies and practices for creating a peaceful and respectful community.

Rainbow flower
'We water it and it grows and opens.'
Rani, age 3

Children's visions of a peaceful and respectful community

The peace town

The world would look nice if there were only goodies in it and there wouldn't be any hurt or any killing or anything broken. There would be lots of pretty colours and everyone will feel happy and safe. They will laugh. Well, sometimes. They try to be friendly and the world looks pretty and peaceful. There will be cats and dogs and little parrots and grass and sky and flowers and people. That's my favourite things, if it's peaceful because it feels nice. *Lauren, age 4*

A peaceful world

Our world would have people. I like all people. I like animals and I like butterflies too and giraffes and elephants. There will be schools and kinders and creches. *Gabriel, age 3*

Parents' visions of a peaceful and respectful community

A peaceful and respectful community provides a system of laws that enable and encourage tolerance of the life choices made by any individual within that community, so long as those choices do not bring harm to others.

... I want a better world for my son and those that he will share it with. *Heidi*

I want a place of care for my children, a place that challenges the taken-for-granted meanings about child development like: 'boys will be boys', 'children need clear boundaries', 'children need to know who is in charge', 'the adult/ teacher knows best'. *Tracy*

As a father of a young boy I want a community that will provide enough safety for all people to truly express their feelings: feelings of sadness, feelings of joy but also feelings of frustration and indeed rage. People, families, men, women and children all need a space to rage, shout, fight and struggle against the injustices in the world. If communities could create such a space in private, maybe, just maybe, there just wouldn't be so much conflict in public. *Bruce*

A peaceful and respectful community can produce qualified citizens. It is part of quality of the life whether you live in a peaceful and respectful community. *Linda*

Teachers' visions of a peaceful and respectful community

Peacefulness to me is one emotional state, which offers beauty, safety and protection to oneself and the environment, which surrounds us. Respecting oneself, others, our community and our environment ensures this for me. *Jeni*

Respectful communities acknowledge, listen to, encourage, support and respect each little narrative that creates our journeys through life, no matter the path chosen. *Sharon*

We can begin to change our understandings and practices by involving children, colleagues, family and the community in

discussions about respect and peace, and together we can begin to make a difference. *Bronwen*

A peaceful world is a place without fear. *Maureen*

Safe House
'This is my house. It has a fence and a garden. It's a safe house because mummy and daddy are with me.'
Max, age 4

Our philosophy

We are all people with unique historical, cultural and economic backgrounds living in a social world of shared and unshared meanings. We believe that access to knowledge and power is important in ensuring equity for everyone. Therefore, the service is committed to creating a critically reflective and collaborative learning environment by:

- providing an environment in which all participants have equal access to knowledge, space and time regardless of gender, culture, race, class and sexuality;
- collaborating with parents, children and teachers in implementing a critical curriculum;
- actively challenging bias and inequity in language, practices and relationships; and
- using different theories of learning as a curriculum frame that acknowledges the multiplicity of people within the service and the diverse theories they use, which at Swanston Street includes developmental psychology, critical theory, post-structuralism, feminist post-structuralism and post-colonialism.

Why bother?

Children have shared many good reasons for wanting the Swanston Street community to make changes in their relationships and environment locally and as part of a global community.

Caring for the environment

There's lots of people in the house. They play nicely together but the smoke [pollution] makes them sad when they're on the balcony. The smoke's a baddie because it hurts their lungs and makes them feel sad because they want to be in peace. *Lauren, age 4*

The challenge for Swanston Street Children's Centre is to make children's environments a safe place for all to share their concerns, tell their stories and to ask each other how they can work towards a peaceful and respectful community. Together, they can explore concerns, stories and questions to inspire and challenge themselves

and others to reflect on how people can care for each other, their community and the world and work together to:

- be fair;
- welcome diversity; and
- work together for social justice.

Some ways to do this are: puppet shows; persona dolls; group discussions; storytelling and performance; music; mosaic; painting on paper, pottery and glass; as well as pencil drawings to begin and continue conversations about these issues.

Working together for peace and respect

The journey towards peace and respect involves sharing, documenting and thinking about questions, stories and concerns about what happens in their community. Each time Swanston Street Children's Centre explores an issue or question about peace and respect they follow these steps.

1. Raise a question, concern or issue about what is a peaceful, safe and respectful community.
2. Talk with each other, listen to each other and document our concerns, stories and questions.
3. Look for similarities and differences in how we understand and practice peace, safety and respect in our community.
4. Work together to find ways of using our similarities and differences to make our community more peaceful, safe and respectful.
5. Critically reflect on who is advantaged, disadvantaged, silenced or marginalised by how we work together to make a difference in our community.

You can use creative and expressive arts in each of these steps, to show the diverse cultural histories, experiences, knowledges, values and beliefs that form the community. At Swanston Street they made a safe space called the 'gallery' in which to display artwork and stories and to take the time to begin and renew conversations about peace and respect with each other.

A place for listening, reflecting and speaking together—the 'gallery'

The 'gallery' could be in the foyer or in hallways. Families, children, teachers and others can use the gallery displays to make sense of shared concerns and differences about how a peaceful and respectful community looks and feels and to:

- spontaneously discuss and reflect upon how hurtful behaviours have occurred, and how we imagined peace and respect would be practiced in the centre;
- share, admire and provoke different ways of understanding issues of peace and respect in conversations with each other;
- encourage and support visitors to share and reflect on how their ideas and understandings of peaceful and respectful communities could be used in their own communities and their own lives; and
- revisit how understandings, questions, concerns, and ideas about peaceful and respectful communities change, and why.

It's not always easy

Maintaining a commitment to a peaceful and respectful community is not always easy. It is important to remember why teaching peace to children is important and to use the inspiring moments of each day to transform some of the challenging moments.

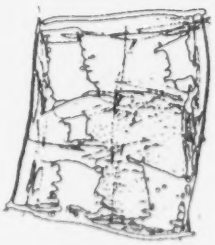
Inspiration was found at Swanston Street Children's Centre when:

- relationships were changed and became more fair and inclusive;
- children showed moments of concern and respect for each other, for teachers and for families;
- children showed concern and care for the spaces in which boys and girls play together, and created spaces in which cultural knowledges and histories are valued;
- children, teachers and families challenged each other about equity and issues of gender, culture, race, class and sexuality;

- visitors to the 'gallery' shared their ideas about peaceful and respectful communities.

Opportunities for learning were also discovered at Swanston Street Children's Centre through:

- misunderstood questions and intentions which helped adults and children to think about ways to hear each others' ideas;
- unexpected answers given by children, teachers and families that created new concerns about being fair or being left out;
- underestimating what children understand about an issue because of their age. For example, think about how much Evan (age 4) understands about the implications for others of fighting when he says: 'The army person is killing Jemma That is a bullet coming into her brains and killing her. There's two bullets in there and the big house where they're fighting. Nadine is feeling pretty sad, but she won't be sad because I'll be looking after Nadine';
- being confronted by what children have said, and acting as censors of their ideas. For example, how would you react if a child links consumerism with peace as Emma (age 3) did when she said, 'My house has lots and lots of toys and the roof is very red because my mum thought it was lovely and it made my house peaceful';
- unfairness and competition for turns between children at the arts table, or in discussion groups;
- different levels of concern or different values about an issue which impacted unfairly on others;
- discord provoked by the stories and 'answers' that teachers, children and families share;
- how teachers, children and families can critically reflect on bias or inequity in what others have said or done, but at times forget that our own histories, gender, ethnicity, class, sexuality and biases produce inequities in what is said and done.



Rainbow house
'It's a happy and safe house to live in.'
Mia, age 4

USING THE CHALLENGES AND INSPIRATIONS TO CONTINUE THE JOURNEY

It is helpful for adults who care for children to think about the effects of what they are doing when they work towards a peaceful and respectful community. To do this try the following steps.

Describe how each person understands the past and the present

How have I/ do I understand and practice peaceful and respectful relationships with others?

Justify the different ways you make sense of the past and present

What ideas, understandings and experiences do we draw upon in order to understand and practice peaceful and respectful relationships in these ways?

Challenge and confront your beliefs

Who benefits and who loses by understanding and practicing peaceful and respectful relationships in these ways?

Reconstruct your futures together

How can we change what we think and do in order to build more peaceful and respectful relationships?

Some questions to explore with children

Describe

What do you do when you feel angry? What do you do when you feel sad? What do you do when someone hurts you? What do other children do when they feel angry? What do other children do when they feel sad?

Explain

Why do you do those sorts of things? Why do you think other children do those sorts of things?

Challenge

Are you always fair when you are angry? Are you unfair when someone hurts you?

Rethink

What can we do or say when we see people hurting others? What can we do to help people when they are angry, sad or hurt?

Towards a peaceful and respectful community via dialogue through the arts

In your community:

- Identify questions about the issues of peace and respect that concern you;
- Identify information to explore these issues using websites, research, literature, journals and others who share similar experiences, interests and concerns;
- Explore expressive and creative arts media to talk about and document your stories, concerns, and understandings;
- Make time for discussions in spaces that are safe, supportive and aesthetically inviting; and
- Draw together many different people to resource your discussions and critically reflect on where your journey is taking you.

Tips for using and displaying creative and expressive arts media

Use your questions and conversations to provoke children to represent their ideas about peaceful and respectful communities with a range of creative and expressive arts materials. Keep notes as you work with each child about the stories, ideas and questions they are sharing in their drawing and painting.

Ceramic painting:

You will need clean greenware plates, bowls, urns and/or vases that have been fired into bisque ready for painting; underglaze; liquid paint; various size paintbrushes; glaze; and a kiln firing service.

Process: Pictures are made on the bisque surface. Children can draw an outline first and then paint the bisque surface, or paint directly onto the surface. Allow drying time and then glaze the object ready for firing in a kiln.

Mosaic:

You will need a surface to glue tiles onto (we have used mirrors, picture frames, table tops, stepping stones), tiles, tile cutter, tile nippers, multipurpose glue, grout, spatular, sponges, gloves, and containers for grout and water.

Process: Drawings are made directly onto the background surface using a pencil. Offer children a variety of pre-cut and pre-glued coloured tiles to assemble into the spaces of their drawing.

Painting:

You will need paper including rice paper and cardboard, liquid acrylic paint, paint brushes, paint containers, black fine liner, textas, black and coloured pencils, water colours, glass and glass paint, recycled wood frames for mounting finished works.

Tips for creating safe spaces in which to talk

Find a table or space free from interruptions where children can work alone, with someone else or in groups talking together.

Find a place to safely store creative or expressive works so that a child, family or teacher can return to it, and continue dialogue.

Document conversations, stories and reflections using a tape recorder, tapes and/or computer to type up children's, teachers' and families' stories, or journals to keep handwritten stories. A camera (digital or other) helps record and document images and experiences that are significant to children, families, and teachers.

Be prepared and ethical before you begin and be clear about what you want to ask children. Talk with the children about how they can each be involved in the discussions, groups or creative arts that you have planned. Agree on how each person will be able to have a turn, on how 'interruptions' will be dealt with, and the protocols that are in place for respecting each person's privacy, conversations and art-work. Provide an overview of the questions or issues that you are focusing on, and how conversations or art-work will be used, giving children time to think about whether they really want to be involved. Ask permission from children before you document or share the conversations that take place.

Tips for using people and spaces as resources

Draw on the strengths and interests of people in your community. Look in your community for people who want to work with children, families and teachers in expressive and creative arts. Set aside time together each day or each week to focus on your project, questions and concerns.

Find a 'gallery' space. Walk-through spaces such as entry foyers, corridors and ramps can be an ideal place for enticing people to

stop and look at the carefully mounted and displayed creative and expressive art works. The moments when people stop, look, read and think often represent an opportunity to begin dialogue within your community. Keep a visitors' book and a community journal, so that people can record their responses and questions to the work in the 'gallery'.

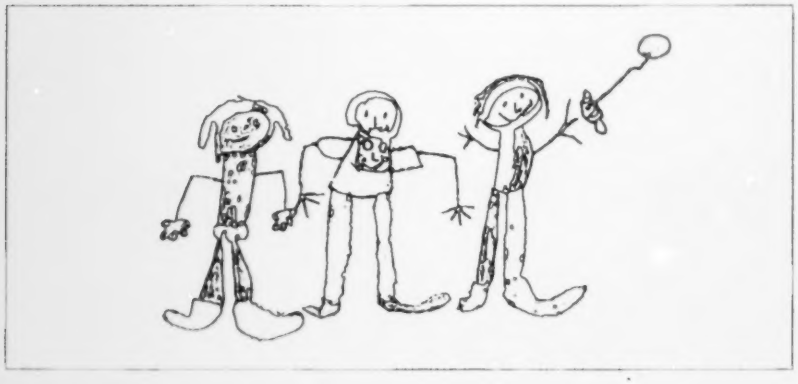
What has peace got to do with children?

Young children have a right to a safe and secure childhood which allows them to explore, think, do and be surrounded by respect and care. It is only with safety and security that young children can achieve their full potential as they learn to live and grow in the world around them.

Early childhood educators have a tradition of concern with peace and children's rights. Maria Montessori experienced the horrors of the First World War and hoped that educating children would prevent future war.

> *It is obvious that education as the cornerstone of peace cannot consist only in attempting to prevent children from becoming fascinated by war. It is not enough to keep the child from playing with toy weapons, to stop making him study the history of mankind as a succession of feats of arms, and to stop teaching him that victory on the battlefield is a supreme honour. It is not even enough to instill in the child a love and respect for all living beings and all the things that human beings have built through the centuries.* (Montessori, 1949, p.33)

Montessori believed children must be listened to, have their wishes considered and be active participants in the formation of a just and peaceful community. We should not expect children to obey authority unquestioningly as this, she believed, is part of the war-making process.



Flying a kite
'I'm happy when I'm camping. It's fun with friends.'
James, age 4

CREATING PEACEFUL SPACES FOR YOUNG CHILDREN

What is a peaceful environment?
To answer that question we need look no further than the places where we feel contented and at peace.

Peaceful feelings can come from:

- being surrounded by familiar and loved objects, loving and accepting friends and family;
- being engaged in meaningful interests, hobbies, work and leisure activities;
- spending time outside in nature and the elements; and
- achieving our dreams and aspirations.

Promoting peace with children

You can promote peace with children in siimple ways. Creating a cosy, warm, and homely atmosphere by ensuring children are:

- surrounded by people who love them and by familiar objects;
- able to snuggle up in cosy spaces and cubbies inside and out;
- creating their own special spaces;
- sharing in decision making about their spaces; and
- using materials that create cosy spaces (blankets, pillows, etc).

Encouraging children to be outside with nature and the elements by:

- creating a space in your garden for cubbies;
- developing a vegetable garden;
- planting plants and flowers that attract birds and butterflies; and
- stocking a pond with fish (remember that for young children ponds should be covered with wire mesh for safety).

Contemplating the wonder of nature promotes peaceful feelings and appreciation for the beauty of life in all its forms. Children love to look at ants, worms and flowers in a garden and to listen to birds sing. Doing so brings them peaceful feelings. Lack of outside time may lead to anxiety and frustration in many children.

Taking part in meaningful and purposeful experiences with children by:

- allowing children time digging in a digging patch, building a cubby, going on a picnic or just sitting digging in the sandpit;
- allowing children to help you work;
- including walks and picnics in local parks or nature reserves;
- learning about nature with books, posters and nature activities, especially those that help children build respect for the natural environment and learn about ways to protect it; and/or
- sharing a hobby with children (eg. sewing, gardening, knitting).

Providing time for long uninterrupted periods of play is important. Children also love to be involved in adult's work, to do a job and to do it well. The youngest children love to 'help' and experience feelings of happiness and a deep sense of well being and peace in doing so.

Building harmonious relationships with children by:

- modelling ways of sharing, taking turns and caring about others; and
- spending time just being together with children.

Allowing children time to be peaceful and alone by encouraging them to:

- hide in cubbies inside or outside, hide behind bushes and find their own special space places; and
- experience silence during the day. Turn off the radio, background music and loud voices. Speak in lowered tones and always walk to a child to speak to them.

CHILDREN'S UNDERSTANDINGS OF PEACE

Children's understandings of peace come through their relationships with other children and adults and, importantly, how they observe those people relating to one another.

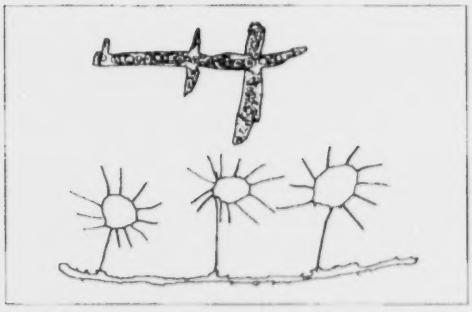
For children, everyday interactions build understandings of peace. They experience what it feels like to be made welcome, to be listened to, to be respected, to share and have others share with them. They observe how others feel if they are hurt or humiliated. And they see what a difference it makes when everyone is listened

to, and cared for, and conflicts are resolved in a peaceful way with reasonable compromises being achieved.

My mum and dad are playing together. They're good, very good. *Ben, age 21 months*

A peace girl: she makes other people feel happy when she brings peace to creche. *Emma, age 3*

Peaceful fairy: It's very beautiful. I would just put some sparkles inside. I would look at it in my bedroom when I'm happy and when I'm sad. When I'm sad the bottle will bring me peace and I would open the bottle and put some peace sparkles on myself. *Lauren, age 4*



A peaceful world: There would be peace, grass, sea, birds, whales, lots of people, big birds, seeds around. The world for all the trees and plants, the sun and yellow seeds all around sprinkled for peace. *Talia age 5*

If other people take your things you have to say 'peace', and other people will give it back. The house has windows to look out the house at grass or flowers and others playing peacefully. *Lily, age 5*

Happy on holidays
'I'm happy when I go on a 'plane up in the sky. The flowers are growing in the garden.'
James, age 4

Infants: Creating peaceful emotional beginnings

Young infants are trying to make sense of their world, including the emotions of others around them. Infants engage in interactions with others from the first moments after birth, and are aware of how others respond. They learn through these responses—if sensitive and consistent—about trust, security and peace. In their first weeks, infants become aware of, are fascinated by, and react to, changes in the emotions of others around them, often through facial expressions and touch. Babies smile in response to the smiles of others, they settle when talked to calmly and held gently, and are soothed by a loving touch and peaceful music. Crying and distress are contagious. Infants will become sad and withdrawn when a caregiver is depressed and does not respond warmly to them.

Toddlers and preschoolers: Creating empathy to build peaceful relationships

In time, understanding the emotions of others develops into empathy, and toddlers may be motivated by the sadness of other children to help and comfort them. Emotional bonds with other children are important and interactions with brothers and sisters may evidence strong emotions. Sorting out differences with brothers

and sisters at home and with peers in early childhood services is an opportunity for learning about peace through positive conflict resolution.

The connection between human rights and peace is clear when we look at the tactics of those who prepare for war. Attackers often create 'moral anaesthesia' (Greetham, 2001, p.x). A Northern Ireland loyalist gunman explained his willingness to inflict terror in the following way; 'We dehumanised the other side and branded them as animals. We didn't think in terms of them being people' (The Independent, 1993).

Children also learn about peace through their experience of conflicts, disputes and disagreements. They know what it feels like to miss out on first turn on the swing, or when they don't always get to sit next to their friend and people don't always understand what they want or need. Sometimes they get bullied, maybe they are made fun of because of their hair, or their clothes or the food they eat. They may develop strategies of always giving in, and feel disgruntled and disappointed that fair solutions never seem to happen. Children will need to learn how to listen for how other children feel and to empathise with those feelings.

World events and children's lives

World and national issues of violence and war may become part of children's day-to-day reality via media portrayals of these events and adult conversations. These events are distressing and frightening to children, even when they are happening far away. Children need opportunities to talk about their feelings, to be reassured and to be

helped to understand, in age-appropriate ways, why such events happen. The importance of empathy, respect and fairness for all people is an important message for children in response to these world events.

Building early childhood policies for peace

To build policies for peace in children's services:

- collect examples of other people's policies;
- identify your current practices;
- build a checklist of issues your policy needs to address;
- draft a policy for parents and staff in your service to comment on;
- collect feedback from parents and staff using meetings and informal conversations;
- rewrite and formally agree the policy; and
- implement, review and evaluate the policy (Adapted from MacNaughton et al., 2001).

Principles to guide your policy development

All children and staff have a right to:

- spaces that are safe, supportive and aesthetically inviting; and to
- respectful, fair, just and equitable relationships and practices.

Principles of peace (Children's Peace Pavilion, 2000/2001)

Peace is for:

- me
- us
- everyone
- the planet

Checklist for leaders introducing a policy for peace

Have I:

- examined my own peace beliefs and values?
- talked with others in the service about the need for a policy for peace?
- begun talking with others in the service about what disrupts peace in our service?
- sufficiently prepared by learning about what peace means in young children's lives, gathering resources to support discussions and knowing where to go for support and guidance?

RESOURCES & REFERENCES

Resources

Print resources for adults

Arnow, J. (1995). Teaching peace: *How to raise children to live in harmony, without fear, without prejudice, without violence*. New York: Berkley Publications.

Smith, C. (n/d). *The peaceful classroom: 162 easy activities to teach preschoolers compassion and cooperation*. Beltsville, MD: Gryphon House.

Print resources for children

Durell, A., Sachs, M., & Alexander, L. (Eds.). (1990). *The big book for peace*. New York: Dutton Books.

Janke, R., & Peterson, J. (1997). *Peacemakers ABCs for young children*. New York: Sentinel Book Publishers.

(See also websites below.)

Online resources

Psychologists for the Promotion of World Peace. Information on books, articles and educational posters for peace. <www.psychsociety.com.au/member/ppowp.htm>

The Children's Peace Pavilion. Introduces four concepts of peace relevant to young children. Includes contributions from children. <www.kidpeace.org>

Children's Peace Garden. Resources for peace and environmental education with young children. <www.cicngo.org/peace.html>

Peacelinks. An excellent source of books about peace for young children with online ordering. <trfn.clpgh.org/peacelinks/children.html>

Creating peace: children's advice in pictures and words. <www.intac.com/~slalbert/advice.html>

Season for nonviolence. Links to educational resources for peace for adults and for children including Internet sites. <www.lecworld.org/SNV/EduResources.html>

Children's rights and peace <www.wcrp.org/RforP/CHILDREN_MAIN.html> <www.unicef.org> <www.rightsofchildren.ca> <techunix.technion.ac.il/~ada/section3.html>

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Singer, P. (1995). *How are we to live? Ethics in an age of self-interest*. Melbourne: Text Publishing p 273.

The Independent November 20 1993

UNICEF (1998). *The progress of nations*. Geneva: UNICEF <www.unicef.org/pon98>

UNICEF (2000) *The state of the world's children*. Geneva: UNICEF <www.unicef.org/sowc00>

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Our Part in Peace

If we are to reach real peace in the world,
we shall have to begin with the children.
—Gandhi

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